The use of language teaching techniques and academic achievement in students of sixth cycle of basic level at the language Institute of de National University of San Antonio Abad, Cusco, 2016

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To God, the Holy virgin Mary, my Parents, my family and all the professors of this university, who propelled me to go ahead.
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Resumen

Debemos utilizar en las clases de inglés las técnicas de enseñanza de idiomas porque están significativamente relacionadas con el rendimiento académico, debemos usar las técnicas de enseñanza para las habilidades receptivas porque están significativamente relacionadas con el rendimiento académico y las técnicas de enseñanza para las habilidades productivas porque están significativamente relacionadas con logro académico y finalmente debemos utilizar en las clases de inglés las técnicas de enseñanza para las estructuras del lenguaje porque están significativamente relacionadas con el rendimiento académico, porque hemos demostrado a través de esta tesis que nuestra propuesta es válida para tener éxito en una clase de inglés. Esta tarea ayudará a los maestros a ser más efectivos en sus clases de inglés, encontrarán en esta elaboración toda la información relacionada con las técnicas de enseñanza.

Palabras clave: técnicas de enseñanza de idiomas, logros académicos.
Abstract

We must use in the English classes the language teaching techniques because they are significantly related to academic achievement, we must use the teaching techniques for receptive skills because they are significantly related to academic achievement also the teaching techniques for productive skills because they are significantly related to academic achievement and finally we must use in the English classes the teaching techniques for language structures because they are significantly related to academic achievement, because we have proved through this thesis that our proposal is valid to be successful in an English class. This assignment will help teachers to be more effective in their English classes, they will find on this elaboration all the information in relation to teaching techniques.

Keywords: Language teaching techniques, academic achievement.
Introduction

The population will be 30 students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco. All the students will be involved in the research, the sample will be the same as the population and thus a census context will be reported. Descriptive research is a type of research that proposes a question, design, and data analysis to study a certain phenomenon. In this type of research, we use a descriptive statistic that tells us what the phenomenon is. The type of the research is quantitative. Quantitative research is inquiry into an identified problem, based on testing a theory, measured with numbers, and analyzed using statistical techniques. The goal of quantitative methods is to determine whether the predictive generalizations of a theory hold true. We will explore some of the issues and challenges associated with quantitative research in this section.

The research will use the correlational design because it will have to examine the covariation of the study’s variables. The theoretical framework will be built by documentary analysis, using secondary sources of information. During the survey a questionnaire will be applied to the students in order to gather information, qualitative and quantitative data from the students. The academic performance of student will be measured by the official score registers of the students. Then analysis will be performed to the students’ score registers.

We will use the SPSS 22 Statistics which is a software package used for statistical analysis. That program will be able to provide me the processing of all data collection we will need for this thesis.
Chapter I

Statement of problem

1.1. Determination of problem

Education is vital in development and consolidation of the person as a human being, therefore there are some factors that involve in such process which are as important as the academic performance. Those factors must be analyzed during the process of learning and teaching because they are going to depend on a satisfactory and relevant academic achievement. In that direction, students are prone to different learning styles and teaching techniques, which may be involved in education process, so that the Master’s Program in Education Science does not escape to this reality. Consequently, we can assert that Dunn and Dunn (1986) believe that low achievers tend to have poor auditory memory. Although they often want to do well in school, their inability to remember information through lecture, discussion, or reading causes their low achievement especially in traditional classroom environment where teachers dominate and students mostly listen or read. It is not only the low achievers learn differently from the high achievers, they also vary among themselves.

Also, we can assume that if the students are more involved in an environment where a lot of teaching techniques are used in the classroom, their academic achievement
will be better. According to Felder (1995), students learn more when information is obtainable in a variety of approaches than when only a single approach is applied. Much experiential research indicates that learning styles can either hamper or increase academic achievement. In general, a rich data has been obtained through studies on learning styles; however, the data have rarely been exploited by designers of instructional programs thereby a greater understanding of learners’ approaches to learning can be obtained. In Latin America, there have been studies aiming to socialize the state of art about learning styles research in university students proposing some challenges for future developments in this research field.

1.2. Formulation of problem: general and specific

1.2.1. General problem.

To what extent are the use of language teaching techniques related to academic achievement in students of sixth cycle of basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016?

1.2.2. Specific problems.

To what extent are the techniques for teaching receptive skills related to academic achievement in students of sixth cycle of basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016?

To what extent are the techniques for teaching productive skills related to academic achievement in students of sixth cycle of basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016?

To what extent are the techniques for teaching language structures related to academic achievement in students of sixth cycle of basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016?
1.3. **Objectives: general and specific**

1.3.1. **General objective.**

To establish the relationship between language teaching techniques and academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

1.3.2. **Specific objectives.**

To establish the relationship between teaching techniques for receptive skills and academic achievement in the students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

To establish the relationship between teaching techniques for productive skills and academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

To establish the relationship between teaching techniques for language structures and academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

1.4. **Importance and scope of research**

This proposal will ratify that the use of the teaching techniques are very important to be successful in an English class session which is universal knowledge to be applied all over the world.

1.5. **Limitations of the research**

We have to say frankly that this research does not have strong limitations because we just need to have a group of students of the mentioned cycle to research on the project.
Chapter II

Theoretical framework

2.1. Research background

We have researched similar proposals in our country and in other countries and we have found that there are some assignments, which are not many.

2.1.1. International background.

We have found some studies taken from literature review, which indicate the relationship between teaching techniques and academic achievement.

2.1.1.1. Language teaching strategies and techniques used to support students.

According to Natascha Thomson, Kongsberg International School:

In today’s global society many learners are facing the challenge of accessing an International Baccalaureate (IB) programme in a language other than their mother tongue.

To enable learners to fully participate in both the academic and social aspects of school life, educators need to recognize how this phenomenon impacts on teaching and learning and identify ways to support language development. Learners who are learning in a language other than their mother tongue will often have a wealth of knowledge in a language other than that of the classroom.
However, these students will often not have been introduced to the vocabulary and concepts of the new language necessary for comprehending content. Cameron (2000:40) comments, “...if they are not understanding, they cannot be learning.

As it can take up to seven years for learners who are using a language other than their mother tongue to attain the same levels of academic language proficiency as those expected for learners learning in a mother tongue the implications of this in relation to learning are paramount.

The Learning in a Language Other than Mother Tongue Document (International Baccalaureate 2008:6) states, “A threshold level of proficiency in cognitive academic language is essential for the learner participation and engagement that is necessary for subsequent success in an IB programmed.” Ways to develop this proficiency seemed to be a question of many during a Primary Years Programmed (PYP) workshop that the researcher attended.

2.1.1.2. The Research investigation.

In 2010, a research project funded by a grant from the Jeff Thompson Award, was conducted to identify ways in which language support could be provided when teaching a Unit of Inquiry in the Primary Years Programme to children who did not speak English or the language of instruction. The objectives of this research investigation were as follows:

1. To record and analyze the strategies and techniques PYP teachers use to implement their unit of inquiry to children learning English as a foreign language or additional language.

2. To create a resource bank of language teaching strategies, ideas and techniques for teachers to use when implementing units of inquiry.

3. To help raise teacher awareness of language learning through the programme of inquiry.
2.1.1.3. The findings in relation to teaching techniques used.

During lesson observations all ten participants were seen to be using the following types of language asking open and closed questions, responding to and repeating student answers, giving instructions, using activity related language and directing specific questions to individuals.

**Asking Open and Closed Questions**

Closed questions accounted for 15% of language use during the observed lessons and open questions 8%. These results appear to be in line with research which has shown that closed questions tend to be used more frequently than open questions (Nunan 2000). Closed questions appeared to be used during lessons to identify what students knew and were usually asked in a quick and successive manner. It would also seem that these questions were used when the teacher had a particular idea or answer that they wanted the students to come up with.

Open questions were often displayed in the classroom and related to the unit of inquiry. In discussion they were often used to discuss the unit of inquiry students were working on. The use of open and closed questions during a lesson may have provided participants with an insight into what individuals in their class knew and could have helped to activate individual’s prior understanding and knowledge of a particular concept. Cameron (2001:4) comments “...the child is an active learner and thinker, constructing his or her own knowledge from working with objects or ideas.

This knowledge may be organized into a schema (Fisher 2005) a conceptual framework that continually modifies and grows according to the ways in which a learner construes and personalizes information based on previous experiences (Bennett and Dune 1994). Determining what an individual knows may therefore have helped participants to
develop the schemas of their learners which can be partially formed, incomplete, unclear or inaccurate (Bennett and Dunne 1994).

Participants also used questions to check if students knew what they were expected to do and asked students to re-tell instructions to a partner to help reinforce their instructions and what learners had been asked to do. Language learners “…actively try to make sense, i.e. to find and construct a meaning and purpose for what adults say to them and ask them to do” (Cameron 2001:19). Checking the comprehension of instructions would appear to be an important strategy to use in the classroom and may provide the teacher with an indication of how much learners have recalled from discussion, instruction or previous lessons.

**Asking a Specific Student**

Asking individual students specific questions accounted for 7% of language use. Using questions to encourage a more in-depth response from a student may be “…a way of extending dialogue with children” (Fisher 2005:26). Rather than accepting short answers, we support learning if more extended answers are sought.

Therefore, directly asking an individual a question may be a useful technique to employ when wishing to help develop an individual student’s language skills. It might also be useful in teacher-fronted interactions to help distribute response opportunities widely to ensure that all learners are kept alert and given an opportunity to respond (Nunan, 2000).

**Response to and Repetition of Student Answers**

The category of Response to and Repetition of Student Answers amounted to a total of 20% of participants language use during lesson observations. The types of responses to student answers that participants used varied from one-word responses such as yes, yeah and okay, to instances where the participant would repeat a student’s answer to reinforce a key concept or point. On occasion a student would provide a teacher with a
one or two-word answer. A teacher would respond to this by providing a full sentence with the student’s answer incorporated.

**Giving Instructions**

Giving instructions accounted for 18% of language use during lesson observations. Instructions were observed to be given for a variety of purposes such as for a teacher to state their intentions, to prepare students for an activity, to organize students into groups or pairs and as part of the management of the class.

**Activity Related Language**

11% of teacher’s language use was activity related language. This type of language use was felt to be of great importance by several participants as they believed it helped students to make meaningful connections and enabled them to learn about the language through the language. Nunan (2000:189) adds, “Teacher talk is of crucial importance for the processes of acquisition because it is probably the major source of comprehensible target language input a learner is likely to receive”.

Using this type of language may provide students with a type of scaffolding, which is essentially a way to nudge a student toward higher level performance and may help them reach the goal of being an autonomous learner.

As every individual interprets a learning experience in a way that is meaningful to them (Williams and Burden 1997), students may need support in finding ways of constructing links and communicating their understanding and experiences to others (Bennett and Dunne 1994). Learning to do things and learning to think are both helped by interacting with an adult” (Cameron 2002:7). “With language development, this can be done by modeling correct grammar or pronunciation, asking challenging questions, or providing direct instruction (Hill and Flynn 2006:16).
2.1.1.3. Language Teaching Strategies and Techniques used During Lesson Observation.

In addition to identifying the types of language that participants used, the researcher was also interested in the specific language teaching strategies and techniques that were being used during a lesson. The following graph illustrates the overall strategies and techniques that participants were observed using, by the researcher, during the lesson observation.

Figure 1. Language Teaching Strategies and Techniques used During Lesson Observation

**Vocabulary Checks**

At 21%, the language teaching strategy of vocabulary checks was used the most by teachers and in several different ways. One participant predicted that the students in her class would not know what a particular word meant which was crucial to the students understanding a story. The teacher chose to show the class a picture of the word. This is a strategy that might have helped to make the word easier for students to understand.

Several teachers took time during lessons to check that students had understood the meaning of key words or concepts. This strategy may have enabled individuals to connect new vocabulary with words that they already knew in their first language (Brewster, Ellis...
Participants often used questions to check that students had understood the meaning of key words or concepts. Brewster, Ellis and Girard (2004:81) suggest that, “Providing examples of words, their meanings and demonstrating how they might be used when beginning to learn a language may be more important than attention to the grammatical components and spelling of vocabulary” (Brewster, Ellis and Girard 2004:81).

It may also be of importance to note that, “The acquisition of word meanings takes much longer than the acquisition of the spoken form of the words, and children use words in their speech long before they have full understanding of them” (Cameron 2001:73). Another strategy teachers used to check vocabulary understanding was to review and recycle previously discussed vocabulary associated with the Unit of Inquiry or from prior lessons at the beginning of a lesson. This may have provided learners with the opportunity to re-hear words and possibly helped with the retention of these words in their long-term memory. Brewster, Ellis and Girard (2002:63) add “Children constantly need to recycle what they have learned so they don’t forget, and to perceive progress, maintain motivation and aid memorization”.

**Eliciting**

Eliciting was a technique that was used a total of 20% in lesson observations. This strategy helps a teacher to bring forward student’s ideas and extend and sustain discussion which Fisher (2005) considers to be an important function of a teacher. Conversations that extend past a single exchange may help a learner’s language development as it could provide a more realistic model of how an authentic conversation occurs (Wells 1986). This kind of discussion might also help to reveal to a teacher “… the framework the children are using to interpret new information” (Wells 1986:115) and might possibly provide children with some of the language and ideas they will need to complete subsequent activities.
**Modeling of Target Language**

The modeling of target language was a strategy that accounted for 19% of the strategies and techniques used during lesson observations. Hill and Flynn (2006:23) suggest that, “Language structure and form should be learned in authentic contexts rather than through contrived drills in language workbooks”. The modeling of target language would seem therefore to be an extremely important strategy for teachers to use, as these models may be a student’s only guide on how the additional language is used in a natural environment.

**Think Alouds**

Think alouds were a strategy and technique that were noticed a total of 13% of the time during lesson observations. A think aloud can be defined as the offering of a teacher’s inner dialogue or opinions out loud for students to hear their thoughts, ideas and to model self-regulation of the thinking process possibly through questions such as; “What am I going to do now?”, “What is my problem?”, “I wonder what would happen if.”. Fisher (2005:47) suggests that the strategy of thinking aloud provides teachers the opportunity “.to model the world as we understand it in words”. The use of such a strategy may enable learners to hear more authentic and broader examples of the target language (Nunan 1991) and possibly help to scaffold and develop their own thinking skills (Fisher 2005).

**Modeling of Activities**

The modeling of activities accounted for 8% of the strategies and techniques used during lesson observations. Dornyei (2001:58) comments that the criteria for the successful completion of an activity need to be explicitly clear to all learners although for some a discussion about these will not be enough.

The use of live demonstrations and the presentation of examples of other student’s work may provide a more complete description of the standard of content and presentation
that is expected for a particular activity and possibly help to ease learner anxiety caused by not knowing what to do (Cameron 2001).

**Student Thinking Time**

Student thinking time totaled 6% of observation time. This strategy was employed by participants after they had asked a question. Students need to be provided with the opportunity “.to think about questions after they have been asked before attempting to answer them” (Nunan 2000:193).

In a research investigation it was shown that by extending thinking time from three to five seconds after asking a question there was a rise in student participation (Nunan 2000:193) and a significant increase in the quality of student answers (Fisher 2005:23). It would seem therefore by consciously allowing silence after asking a question a teacher may be fostering an environment more conducive to thoughtful responses and allowing language learners more time to connect to what has been asked.

**Recasts**

Recasts were a strategy observed to be used a total of 5% of all strategies and techniques. A recast, that is, the repetition of a student’s utterance making changes to convert it to a correct phrase or sentence (Lightbrown and Spada 2006) may provide a teacher with the opportunity to model how a sentence or phrase should be used without having to obviously highlight the student’s error.

For example:

18:44 Student Eight The trees are cutting down and ah, for another house.
18:47 Teacher Four Excellent, Student Eight. They’re cutting down the trees and they are going to build a new house.

“As no two students who are learning a language will have the same amount of grounding in their native language, or are at the same stage of English language acquisition” (Flynn and Hill 2006:3) it would seem that this type of modeling of language is therefore of great importance.
**Error Correction**

At 1%, error correction was the least frequently used language strategy during the observed lessons. Hill and Flynn (2006:32) suggest that, “The best way to provide corrective feedback when grammar or pronunciation errors are made is simply to model the correct English without overtly calling attention to the error”.

Lightbown and Spada (2006:190) add that this corrective feedback should also be provided in a clear and precise way e.g.

23.04  Student 00000000036Two I did choose caring.
23.06  Teacher One  Pardon, pardon?
23.08  Student Two  I did caring either.
23.09  Teacher One  You did caring as well
23.11  Student Two  Ah ha.

It is important to note that this type of correction might only be beneficial if a student is at that current level in their grammatical development; a child who is not, is unlikely to automatically use the correct form (Lightbown and Spada 2006:190). Nunan (2000:198) also suggests teachers “…need to monitor not only how and when such feedback is provided, but also whether the feedback is positive or negative, and who receives the feedback”.

**Incorporating Small Group and Pair Work in Lessons**

During lessons students were often given opportunities to work in small groups and with a partner which according to Hill and Flynn (2006:55) may be “… a powerful tool for fostering language acquisition”. “Research has shown that learners use considerably more language and exploit a greater range of language functions when working in small groups” (Nunan 2000:51). Small groups also enable participants to hear language from each other therefore a different source of input from the teacher. This might help to make students feel more comfortable and relaxed and possibly reduce the anxiety related to attempting the target language (Hill and Flynn 2006).
**Elaborated Input**

During lessons, some teachers used Elaborated Input, that is the use of “repetition, paraphrasing, slower speech contains redundant information, the redundancy being achieved through repetition, paraphrase, slower speech and so on” (Nunan 2000:191) and according to research may be more effective than a teacher using simpler syntax and vocabulary (Nunan 2000:191). The use of this type language with actions, illustrations, context or prior knowledge, is a key factor in helping children to learn a second language (Brewster, Ellis and Girard 2002).

2.1.1.3. *Possible factors for specific types of language use and choice of strategy and techniques employed by teachers.*

The level of language learners, whether participants had participated in any language teacher training, the types of interactions during the lesson between the teacher and students and teacher beliefs were all considered as possible reasons why teachers might be choosing to employ a particular type of language or strategy and technique.

The level of language learners was presented as a possible factor for consideration as different types of language and strategies/techniques may be more useful for learners at various times of their language learning development. It was found that some connections between language use and the level of language of students in a class could be made but whether this was deliberate and planned for, by the teacher, was very difficult to determine and examine therefore making this a tenuous link. The types of language teacher training participants have had was the next factor to be analyzed. Five participants of the ten identified themselves as having had language teaching training. However, all participants showed they made some accommodation for language learners in their lessons by the language they used and the strategies/techniques they demonstrated during the observation.

Overall, the differences between those with language teacher training and those without were not as marked as the researcher had predicted they would be. It was suggested that this might be attributed to the types of professional development that those
teachers with language teaching undertook and whether or not this was a sustained learning experience with professional support and follow up or if this was a one-off course.

Research (Meiers and Buckley 2010) has shown that the former is more likely to lead to greater improvements in student learning and teaching skill. One possible reason for the similarities between the two group’s use of language and strategies and techniques may be that all of the participants were working in the PYP in an International Baccalaureate authorized school and had completed the initial IB Making the PYP Happen Workshop at the time of their lesson observation.

In addition to the Making the PYP Happen workshop each participant on average had completed another two workshops run by the IB. These workshops may have helped to standardize participants’ understandings of the PYP. However, not all participants had completed the language-based workshops offered by the IB perhaps due to the category level of these workshops and that the aim of one workshop is to create a language policy.

The types of talk that took place between teachers and students was also investigated to see if there was any correlation between this and the types of language and the strategies and techniques used during their lessons. Some lessons observed demonstrated a more teacher centred approach while others a more learner centred approach. Lessons at the beginning of a Unit of Inquiry often involved the teacher front loading information and were therefore more teacher centred while those lessons that were observed towards the end of the unit involved students working independently on inquiry and were more learner centred. The context of the school might also determine whether a lesson is more teacher centred and may be a requirement of the particular setting they are working in.

Overall a high number of learner centred lessons were observed which would appear to be in line with the philosophy of the PYP that teachers should be facilitators of learning. It was concluded that language learners need to be exposed to different types of
language and working with students in different ways such as whole class, pair and group or individually provides the greatest method of doing this.

Finally, teacher beliefs were considered as a factor which might influence the types of language and strategies and techniques that a teacher used. The teacher interview identified several beliefs that were consistent with key notions in language teaching theory such as meaningful and real-life contexts should be used, language needs to be modeled and reinforced by the teacher, language needs to be scaffolded and ideas elicited from students and students need to be exposed to a variety of activities.

In conclusion, although teachers are working from the same framework, certain contextual factors will influence how the programme is implemented. Individual teacher beliefs, their education and experience of teaching and language teaching, the language levels of students. The types of interaction in the classroom that take place between the teacher and student are all aspects that may contribute to the types of language that teachers use and the strategies and techniques they choose to employ in the classroom.

“Teaching is a very personal activity, and it is not surprising that individual teachers bring to teaching very different beliefs and assumptions about what constitutes effective teaching” (Richards and Lockhart 1996:36).

The following strategies and techniques could be incorporated more into practice by teachers to further improve the language support given to learners:

1. Thinking Time- Teachers should try to consciously allow at least five seconds of silence after asking a question to allow language learners more time to connect to what has been asked and provide all students with the opportunity to think and answer

2. Elaborated input - Teachers need to consider the ways that they speak to students and try to repeat key instructions or points, paraphrase, use slower, clear speech and visual aids to help students better comprehend what is being said
3. Re-casts - If a student makes an error when speaking the teacher should repeat what the student said providing the correct model without overtly drawing attention to the error.

4. Questioning - Teachers should be trying to ask more open-ended questions to their students and directing these questions to specific individuals to ensure all students have the opportunity to participate.

5. Increase verbal interaction - Teachers should provide opportunities to increase verbal interaction in classroom activities to help ensure that students are exposed to as many different types of authentic language as possible and allow students opportunities to practice using the target language. Planning for more group and pair work during lessons would help to do this.

2.1.1.4. For the International Baccalaureate Organization.

Language is highlighted as an essential element of the programme and schools are required to have a policy in place to support this. However, there may need to be an extra training element added to the IB’s professional development programme to help schools and teachers understand how to put their language policy into practice. Opportunities for teachers to share good practice and for on-going continued support might be key elements in developing the support that the participants of this research investigation were hoping to receive.

2.2. Theoretical bases

Teaching techniques

Conceptualization of terms

In this part of the thesis we will define the concepts of all the terms we will be writing about, which have to be clear in order to understand all the thesis.

Definition of techniques
A technique is a single activity that comes from a procedure. Any one of the steps of the procedure list above qualifies as a technique. Naturally, various methods employ various techniques.

2.2.1. Classification of techniques.

Techniques for language teaching
- Students find the mistakes
- Silly answer quizzes
- Fix the sick slides
- Select a travel partner
- Pair-work: Take charge
- Teacher for the day
- Repeat tasks 3-4 times
- Theme for the month

Techniques for teaching receptive skills

An auditory-dominant learner prefers listening to what is being presented. He or she responds best to voices, for example, in a lecture or group discussion. Hearing his own voice repeating something back to a tutor or trainer is also helpful.

Begin new material with a brief explanation of what is coming. Conclude with a summary of what has been covered. This is the old adage of “tell them what they are going to lean, teach them, and tell them what they have learned. (Benito, 2012, p. 30), thesis entitled “Attitudes towards English language learning and academic performance.”

- Use the Socratic method of lecturing by questioning learners to draw as much information from them as possible and then fill in the gaps with you own expertise.
- Include auditory activities, such as brainstorming, buzz groups, or Jeopardy. Leave plenty of time to debrief activities. This allows them to make connections of what they leaned and how it applies to their situation.
• Have the learners verbalize the questions.
• Develop an internal dialogue between yourself and the learners.

**Techniques for teaching productive skills**

**Select a travel partner**

“One of the activities I like to do is have them to select a ‘travel’ partner. To do this activity, I give each of them a sheet of paper that has pictures 4 different modes of transportation on it, such as a boat, airplane, car, or bicycle. At the beginning of the session I give them time to go around the room to meet someone they do not know and to sign up a person for method of transportation. Once they have completed this task, they hold onto the sheet until time for discussions in which they get up and locate the person they identified for a specific mode of transportation.

For example, I may ask them to locate their “boat” partner to discuss the topic we are addressing at the time. When we come back together as a group, they can share their ideas together with the whole group or individually. It is up to them how they share and what they share.

**Pair-work: Take charge**

I do like to have my students do pair-work. This enables them to help each other and take charge of their learning.

**Teacher for the day**

Having your students help teach a theme in English each other is one of the all-time best teaching techniques. Most recently, teacher Pamela Horowitz noted, “At times, I have had each student be ‘teacher for the day,’ but they are usually reluctant to do this, stating that they are not teachers. I politely disagree with them, and they give it a try.”

**Repeat tasks 3-4 times**
“I have the students do a task three or four times to get them used to the sequence. Asking and answering different questions among different classmates. Having them repeat a task has always worked very well for the students.

**Techniques for teaching structures**

**Students find the mistakes**

I have found this fun and useful exercise for her resume building course, but other teachers say the idea is so good it can be applied to many other kinds of courses as well. I have given a brief lesson on building a resume that was a lot of fun. I explained the key components of what should go into a good resume then shared one that I had made up. It was all wrong. I asked the students to tell me what was wrong.

The email address was hotpants@hotmail.com (I’ve actually seen that used). Under references I put: Aunty Sue. I printed the resume on colored paper, etc.

Once students started to identify what was wrong I would explain the reasons you don’t put your photo on a resume, use an unprofessional email address, make spelling errors, etc. It was a fun lesson and I think they realized the importance of their resume.

**Silly answer quizzes**

The more frequent you give your students quizzes, the more they learn. And they like it, especially when trainer Karla Peiffer adds silly answers.

I also make it a point to provide a quiz at the end of every training session to reinforce new information that is presented or to emphasize a criteria that is perhaps not being followed. I like to add in silly answers to the quiz (1 multiple choice answer that is obviously not correct) to make it a little more fun and not have them take the quiz so seriously.
We go over the quiz together to reinforce the correct answers. This provides a summary of the key points of the training session as well.

**Fix the sick slides**

Grammar is necessary — we all know this and yet, with the advent of texting language, grammar may not be a critical part of people’s lives. We have all seen the ‘Let’s eat Grandpa’ and ‘Let’s eat, Grandpa’ poster. What I do to jazz up my grammar lessons is this: I went to the university bookstore and bought a white lab coat. On the lab coat, using fabric markers, I printed: Dr. Magz’ Writing Clinic.

I went to Wal-Mart and purchased a toy doctor’s kit and some small candies. Then I prepared incorrect grammar slides on PowerPoint and was the ‘doctor’ for the first few slides. Students each took a turn being the doctor and ‘treating’ the ‘sick grammar’ on the slides and when a student in the class knew the correct answer or fix to the grammar ‘symptom’, the student received a candy from Dr. Grammar.

It is a very fun way to have students participate and I can remember one class especially because when the class was over, the students were saying, ‘Are you kidding me? I cannot believe that this class went so fast!’ That was awesome for them!

**Theme for the month**

I create a theme for the month, such as Holiday Recipes or Gardening, and then poll the class to see what types of things they would like more information about, any activities they would like to learn, or anything specific they would like to try. I then incorporate these ideas into the course material.
2.2.2. Conceptualization of academic achievement.

Oxford bibliographies, mentions that: Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college and university.

Therefore, academic achievement should be considered a multifaceted construct that comprises domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it.

(First page of the article, Own translation).

2.2.3. Conceptualization of learning.

The Marco Curricular Nacional (2014) mentions that: We define learning as a relatively permanent change in behavior, thinking, or the affections of a person, as a result of the experience and conscious of the environment and interaction with others. In this world experience, people record, analyze, reason and value what they live, making their perceptions and knowledge deductions.

It always and necessarily made from their own cognitive possibilities, their previous knowledge and emotions.

Changes in the person explained by biological factors (innate factors, maturational or diseases) are not learning. (p. 20, Own translation).
The ability to learn is one of the most outstanding human characteristics. Thus, through the process of learning, we can get successfully the academic achievement. The ability to learn is one of the most outstanding human characteristics. Learning occurs continuously throughout a person’s lifetime.

To define learning, it is necessary to analyze what happens to the individual. For example, an individual’s way of perceiving, thinking, feeling and doing may change as a result of a learning experience. Thus, learning can be defined as a change in behavior as a result of experience.

This can be physical and overt, or it may involve complex intellectual or attitudinal changes with affect behavior in more subtle ways. In spite of numerous theories and contrasting views, psychologists generally agree on many common characteristics of learning.

2.2.4. Characteristics of learning.

(a) Learning is growth

The individual grows as he lives. This growth implies both physical as well as mental development of the learner. The individual gains experiences through various activities. These are all sources of learning.

The individual grows through living and learning. Thus, growth and learning are inter-related and even synonymous. (Benito, 2012, p. 17), thesis entitled “Attitudes towards English language learning and academic performance
(b) **Learning is adjustment**

Learning enables the individual to adjust himself properly, with the new situations. The individual faces new problems and new situations throughout his life and learning helps him to solve the problems encountered by him.

That is why; many psychologists describe learning as "a process of progressive adjustment to the ever-changing conditions which one encounters." The society in which we live is so complex and so dynamic that any one type of adjustment will not be suitable for all or many situations and problems.

It is through learning that one could achieve the ability to adjust adequately to all situations of life. (Benito, 2012, p. 17), thesis entitled “Attitudes towards English language learning and academic performance”

(c) **Learning is purposeful**

All kinds of learning are goal-oriented. The individual acts with some purpose. He learns through activities. He gets himself interested when he is aware of his objectives to be realized through these activities.

Therefore, all learning is purposive in nature. (Benito, 2012, p. 17), thesis entitled “Attitudes towards English language learning and academic performance”

(d) **Learning is experience**

The individual learns through experiences. Human life is full of experiences. All these experiences provide new knowledge, understanding, skills and attitudes. Learning is not mere acquisition of the knowledge, skills and attitudes.
It is also the reorganization of experiences or the synthesis of the old experiences with the new. (Benito, 2012, p. 18), thesis entitled “Attitudes towards English language learning and academic performance”

(e) **Learning is intelligent**

Mere cramming without proper understanding does not make learning. Thus meaningless efforts do not produce permanent results. Any work done mechanically cannot yield satisfactory learning outcomes.

Learning therefore must be intelligent. (Benito, 2012, p. 18), thesis entitled “Attitudes towards English language learning and academic performance”

(f) **Learning is active**

Learning is given more importance than teaching. It implies self-activity of the learning. Without adequate motivation he cannot work whole-heartedly and motivation is therefore at the root of self-activity.

Learning by doing is thus an important principle of education, and the basis of all progressive methods of education like the Project, the Dalton, the Montessori and Basic system. (Benito, 2012, p. 18), thesis entitled “Attitudes towards English language learning and academic performance”

(g) **Learning is both individual and social**

Although learning is an individual activity, it is social also. Individual mind is consciously or unconsciously affected by the group activities. Individual is influenced by his peers, friends, relatives’ parents and classmates and learns their ideas, feelings and attitudes in some way or others.
The social agencies like family, church, markets, and clubs exert immense influence on the individual minds. As such, learning becomes both individual as well as social. (Benito, 2012, p. 18), thesis entitled “Attitudes towards English language learning and academic performance”

(h) **Learning is the product of the environment**

The individual lives in interaction of the society. Particularly, environment plays an important part in the growth and development of the individual. The physical, social, intellectual and emotional development of the child is molded and remolded by the objects and individuals in his environment.

Therefore, emphasized that child's environment should be made free from unhealthy and vicious matters to make it more effective for learning. (Benito, 2012, p. 19), thesis entitled “Attitudes towards English language learning and academic performance”

(i) **Learning affects the conduct of the learner**

Learning is called the modification of behavior. It affects the learner's behavior and conduct. Every learning experience brings about changes in the mental structure of the learner. Therefore, attempts are made to provide such learning experiences which can mould the desired conduct and habits in the learners. (Benito, 2012, p. 19), thesis entitled “Attitudes towards English language learning and academic performance.”

2.2.5. **Contents of Learning.**

According to Curriculum National of Education Basic (2016), the contents of learning are based on competences and capabilities:
(a) Competence

It is the faculty that a person has to combine a set of capabilities to achieve a specific purpose in a given situation, acting in an appropriate manner and ethical sense.

(b) Capabilities

They are resources to act competently. These resources are the knowledge, skills and attitudes that students use to meet a particular situation.

These capabilities represent smaller operations involved in the competitions, which are more complex operations. (Own translation)

2.2.6. The process of second language acquisition.

Children and adults who do acquire language successfully outside the classroom seem to share certain similarities in their learning experiences. First of all, they are usually exposed to language which they more or less understand even if they can’t produce the same language spontaneously themselves.

Secondly, they are motivated to learn the language in order to be able to communicate. And finally, they have opportunities to use the language they are learning, thus giving themselves chances to flex their linguistic muscles-and check their own progress and abilities. (Harmer, 2001, p. 24)

Babies and children get endless exposure to their first language coupled with emotional support. Adults living in a foreign country get continual exposure to the language at various different levels and can get help from the surrounding language speakers.

All these features of natural language acquisition can be difficult to replicate in the classroom, but there are elements which we should try to imitate. (Harmer, 2001, p. 24)
One type of teaching sequence takes students in a straight line: first the teacher gets the class interested and Engaged, then they Study something and they then try to Activate it by putting it into production.

Here is an example of such a ‘Straight Arrows’ sequence designed for elementary-level students.

1. **Engage:** students and teacher look at a picture or video of modern robots. They say what the robots are doing. They say why they like or don’t like robots.
2. **Study:** the teacher shows students (the picture of) a particular robot. Students are introduced to can’ and can’t’ (how they are pronounced and constructed) and say things like ‘It can do maths’ and ‘It can’t play the piano’. The teacher tries to make sure the sentences are pronounced correctly and that the students use accurate grammar.
3. **Activate:** students work in groups and design their own robot. They make a presentation to the class saying what their robot can and can’t do.

We can represent this kind of lesson in the following way. (Harmer, 2001, p. 27)
Learning listening

One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents - rather than just the voice of their teacher with its own idiosyncrasies.

In today’s world, they need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, Caribbean English, Indian English or West African English.

When people of different nationalities speak to each other, they often use English too, so that a Swiss flight attendant might well have to understand a Japanese woman’s English variety, just as an Argentinian might need to be able to cope with a Russian’s version. (Harmer, 2001, p. 97)

Despite the desirability of exposing students to many varieties of English, however, common sense is called for. The number of different varieties (and the degree to which they are different from the one students are learning) will be a matter for the teacher to judge, based on the students’ level, where the classes are taking place etc.

But even if they only hear occasional (and very mild) varieties of English which are different from the teacher’s, it will give them a better idea of the world language which English has become.

The main method of exposing students to spoken English (after 1 teacher) is through the use of taped material which can exemplify a wide range of topics such as advertisements, news broadcasts, poetry reading plays, (pop) songs with lyrics, speeches, telephone conversations and manner of spoken exchanges. Teachers can imitate these, but good tapes; far more powerful. (Harmer, 2001, p. 97-98)
Learning speaking

There are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at command.

(a) Rehearsal: getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having them take part in a role-play at an airport check-in desk allows them to rehearse such a real-life event in the safety of the classroom.

This is not the same as practice in which more detailed study takes place; instead it is a way for students to get the feel’ of what communicating in the foreign language really feels like.

(b) Feedback: speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having (that is a good reason for ‘boomerang lessons).

students can also see how easy they find a particular kind of speaking and what they need to do to improve.

Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

(c) Engagement: good speaking activities can and should be highly motivating. If all the students are participating fully - and if the teacher has set up the activity properly and can then give sympathetic and useful feedback - they will get tremendous satisfaction from it.

Many speaking tasks (role-playing, discussion, problem-solving, etc) are intrinsically enjoyable in themselves. (Harmer, 2001, p. 87 - 88)
Learning reading

There are many reasons why getting students to read English texts is an important part of the teacher’s job. In the first place many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.

At the very least, some of the language sticks in their minds as part of the process of the language acquisition, and, if the English text is especially interesting and engaging, acquisition is likely to be even more successful. Reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do.

Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well rounded, fascinating lessons. (Harmer, 2001, p. 68)

Learning writing

The reasons for learning writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly writing as a skill in its own right.

We will look at each of these in turn.

REINFORCEMENT: some students acquire languages in a purely oral way, but most of us benefit greatly from seeing the language written down.
The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory.

Students often find it useful to write sentences using new language shortly after they have studied it. (Harmer, 2001, p. 79)

**Learning grammar**

According to (Harmer, 2001, p. 35-36):

One way of describing different kinds of sentences is to use the terms Subject, Object, Verb, Complement and Adverbial. Thus, a simple sentence such as ‘The dog bit the man’ contains a subject (‘The dog’), a verb (‘bit’) and an object (‘the man’).

Other similar sentences can be ‘He read the paper’, ‘She solved the problem’, ‘Columbus discovered America’. Verbs like these, with objects, are called transitive.

(a) **Complements**: a complement is used with verbs like ‘be’, ‘seem’, ‘look’ etc. to give information about the subject.

For example, the sentence ‘She seems happy’ contains a subject (‘She’), a verb (‘seems’) and a complement (‘happy’). Examples of other sentences with complements are ‘They are Irish’, ‘He was a brilliant pianist’, ‘She was in a bad mood’.

(b) **Subject + verb only**: some sentences are formed with only subjects and verbs (e.g. ‘He laughed’, ‘They disagreed’, ‘It poured!’). Verbs such as these which can’t take an object are called intransitive, e.g. ‘laugh’, ‘disagree’. Some verbs can be either transitive or intransitive, e.g. ‘She opened the door/The door opened’.

(c) **Two objects**: there are two kinds of objects, direct and indirect. Direct objects refer to things or persons affected by the verb, e.g. ‘He sang a song’. ‘Pizarro conquered Peru’. ‘She loved him’.
An indirect object refers to the person or thing that (in one grammarian’s phrase) ‘benefits’ from the action, e.g. ‘He sang me a song’, ‘She painted him a picture, ‘I gave a ring to my girlfriend’. ‘Why should we pay taxes to the government?’.

(d) Adverbial (phrases): adverbials or adverbial phrases complement the verb in the same way that a complement ‘complements’ the subject, e.g. ‘He lived in Paris’ (adverbial of place), ‘They arrived late/at night’ (adverbial of time), and ‘She sings beautifully/like an angel’ (adverbial of manner).

2.3. Definition of basic terms

Learning.- The activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something.

Technique.- A technique is a single activity that comes from a procedure. Any one of the steps of the procedure list above qualifies as a technique. Naturally, various methods employ various techniques. According to (Curriculum National of Education Basic, 2016), the contents of learning are based on competences and capabilities:

Competence.- It is the faculty that a person has to combine a set of capabilities to achieve a specific purpose in a given situation, acting in an appropriate manner and ethical sense

Capability.- They are resources to act competently. These resources are the knowledge, skills and attitudes that students use to meet a particular situation. These capabilities represent smaller operations involved in the competitions, which are more complex operations.
Chapter III

Hypothesis and variables

3.1. Hypothesis: general and specific

3.1.1. General hypothesis.

The use of language teaching techniques is significantly related to academic achievement in students of sixth cycle of basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

3.1.2. Specific hypothesis.

The use of teaching techniques for receptive skills are significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

The use of teaching techniques for productive skills are significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.
The use of teaching techniques for language structures are significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

3.2. Variables

3.2.1. The use of language teaching techniques

3.2.2. Academic achievement
### 3.3. Operationalization of the variables

The use of language teaching techniques and academic achievement in students of sixth cycle of basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicator</th>
</tr>
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<tbody>
<tr>
<td>I</td>
<td>The use of language teaching techniques</td>
<td>Productive teaching techniques</td>
</tr>
<tr>
<td></td>
<td>A group of pedagogical strategies to reach the academic achievement.</td>
<td>Speaking</td>
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<tr>
<td></td>
<td></td>
<td>- Role playing</td>
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<tr>
<td></td>
<td></td>
<td>- Find the differences</td>
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<td></td>
<td></td>
<td>- Interview</td>
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<td></td>
<td></td>
<td>Writing</td>
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<tr>
<td></td>
<td></td>
<td>- Describe your best friend</td>
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<td></td>
<td></td>
<td>- Write your autobiography</td>
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<tr>
<td></td>
<td></td>
<td>- Write about your holiday</td>
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<tr>
<td></td>
<td>Receptive teaching techniques</td>
<td>Listening</td>
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<tr>
<td></td>
<td></td>
<td>- Listen to a story</td>
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<tr>
<td></td>
<td></td>
<td>- Listen to the characteristics of occupations</td>
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<tr>
<td></td>
<td></td>
<td>- Mark the sentences true or false</td>
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<tr>
<td></td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Who is the celebrity?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Match the recipe instructions with the pictures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Match the titles with the paragraphs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• He/She is able to transmit messages orally.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• He/She is able to transmit messages through written ideas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• He/She is able to understand messages orally.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• He/She is able to understand messages through written ideas.</td>
</tr>
<tr>
<td>I</td>
<td>The use of language teaching techniques</td>
<td></td>
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<tr>
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<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Language structures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Complete the sentences with can and a Verb, according to the pictures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Write about your future holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Complete the sentences with possessive adjectives, according to the pictures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
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<tr>
<td>- Use flashcards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Match the pictures with their meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pictionary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results of how much the student has learned after a period of study.</strong></td>
<td></td>
</tr>
<tr>
<td>Excellent: 19 – 20</td>
<td></td>
</tr>
<tr>
<td>Very good: 17 – 18</td>
<td></td>
</tr>
<tr>
<td>Satisfactory: 15 – 16</td>
<td></td>
</tr>
<tr>
<td>Fail: Less than 14</td>
<td></td>
</tr>
</tbody>
</table>

- He/She is able to build written sentences correctly.
- He/She is able to understand the meaning of words and sentences.

The range of the scores indicate how much and how well the students have learned.
Chapter IV

Metodology

4.1. Level of research

This research will be carried out in students who are at university, therefore the research is going to be in that level.

4.2. Descriptive level

Descriptive research is a type of research that proposes a question, design, and data analysis to study a certain phenomenon. In this type of research, we use a descriptive statistic that tells us what the phenomenon is.

4.3. Research type

The type of the research is quantitative. Quantitative research is inquiry into an identified problem, based on testing a theory, measured with numbers, and analyzed using statistical techniques. The goal of quantitative methods is to determine whether the predictive generalizations of a theory hold true. We will explore some of the issues and challenges associated with quantitative research in this section.
4.4. **Research design**

The research will use the correlational design because it will have to examine the covariation of the study’s variables.

4.5. **Research method**

The method of research is called descriptive research method, which is concerned with the description of data and characteristics about a population. That is to say that the research will have to deal with the description of the characteristics of a group of students.

4.6. **Population and sample**

The population will be 30 students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco. All the students will be involved in the research, the sample will be the same as the population and thus a census context will be reported.

4.7. **Techniques and instruments of data collection**

The theoretical framework will be built by documentary analysis, using secondary sources of information.

During the survey a questionnaire will be applied to the students in order to gather information, qualitative and quantitative data from the students.

The academic performance of student will be measured by the official score registers of the students. Then analysis will be performed to the students’ score registers.
4.8. **Statistical treatment of data**

We will use the SPSS 22 Statistics which is a software package used for statistical analysis. That program will be able to provide me the processing of all data collection we will need for this thesis.
Chapter V

Results

5.1. **Validity and reliability of instruments**

The instruments we will use are valid and reliable, which will be explained and validated in the following paragraphs.

5.1.1. **Validity.**

Hernandez et al. (2010), in relation to validity, He says: “Validity is how exact the instrument really measures the variable we want to measure.” (p. 201). In other words, Bernal says (2006, p. 214) “used.”

5.1.2. **Validity of the content by judgment of experts.**

In relation to this topic, Sanchez says (2006): “an instrument is valid in the content if the items which make up them; they represent a real sample of the indicators and properties of what we are measuring.” (p. 154). Therefore, we hope the test must be a right sample of the content of the research.
This process was made through the assessment of the judgment of the experts, therefore we have asked for the help of qualified expert professors of the master’s program.

Table 1. Level of validity of the applied instruments.

<table>
<thead>
<tr>
<th>Experts</th>
<th>Teaching techniques</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td>%</td>
</tr>
<tr>
<td>1. Dr. Mora Santiago Ruben Jose</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>2. Dra. Reyes Blacido, Irma</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>3. Dr. Flores Limo, Fernando</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Antonio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: instruments of the experts.

Table 2. Scores for validity

<table>
<thead>
<tr>
<th>Scores</th>
<th>Levels of validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 - 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>81 - 90</td>
<td>Very good</td>
</tr>
<tr>
<td>71 - 80</td>
<td>Good</td>
</tr>
<tr>
<td>61 - 70</td>
<td>Adequate</td>
</tr>
<tr>
<td>51 - 60</td>
<td>Deficient</td>
</tr>
</tbody>
</table>

Source: (Cabanillas, 2004, p. 76)
To establish if the data come from a normal distribution we have used the test of Kolmogorov – Smirnov:

**Step 1: Hypothesis**

H0: The data of the samples of the variables: The use of the language teaching techniques and the academic achievement come from a normal distribution.

H1: The data of the samples of the variables: The use of the language teaching techniques and the academic achievement do not come from a normal distribution.

**Step 2: Level of significance**

If \( p > 0.05 \), It does not reject the null hypothesis.

If \( p < 0.05 \), It rejects the null hypothesis.

**Step 3: Application of the statistical test**

We continue applying the test of normality of Kolmogorov – Smirnov, using SPSS and we obtain the following results:

**Table 3. Statistics for the study variable**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Media</th>
<th>Typical deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of the language teaching techniques.</td>
<td>30</td>
<td>56</td>
<td>80</td>
<td>69.00</td>
<td>6.286</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>30</td>
<td>37</td>
<td>50</td>
<td>46.00</td>
<td>3.434</td>
</tr>
<tr>
<td>N valid (according to list)</td>
<td>30</td>
<td>37</td>
<td>50</td>
<td>46.00</td>
<td>3.434</td>
</tr>
</tbody>
</table>
Table 4. Test of Kolmogorov-Smirnov

<table>
<thead>
<tr>
<th></th>
<th>The use of the language teaching techniques</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>N 30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Media 69,00</td>
<td>46,00</td>
<td></td>
</tr>
<tr>
<td>Normal parameter&lt;sup&gt;ab&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typical 6,286</td>
<td>3,434</td>
<td></td>
</tr>
<tr>
<td>deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absolute .125</td>
<td>.153</td>
<td></td>
</tr>
<tr>
<td>More extreme differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive .093</td>
<td>.122</td>
<td></td>
</tr>
<tr>
<td>Negative -.125</td>
<td>-.153</td>
<td></td>
</tr>
<tr>
<td>Z de Kolmogorov-Smirnov</td>
<td>.125</td>
<td>.153</td>
</tr>
<tr>
<td>Sig. asintót. (bilateral)</td>
<td>.200</td>
<td>.070</td>
</tr>
</tbody>
</table>

a. The distribution of contrast is the normal.
b. It has been calculated, using all the data.

The results are the following:

- For the use of the language teaching techniques, we do not reject the null hypothesis (p=0,200 > 0,05), Therefore that variable follow a normal distribution; it means that there is a normal distribution of data.
- For the academic achievement, we do not reject the null hypothesis (p= 0,07 > 0,05), Therefore that variable follow a normal distribution; it means that there is a normal distribution of data.
Step 4: Decision

Analyzing the results of the test of Kolmogorov-Smirnov, we have concluded that there is a normal distribution of the data, therefore, we establish the use of the parametric correlation in statistics for the analysis of the data and in this case we are using the Pearson correlation coefficient.

Statistical results

We have used the descriptive statistics and the inferential statistics for the two mentioned variables.

5.2. Presentation and analysis of the results

From all the obtained information we can absolutely ratify that the use of the teaching techniques is relevant to reach the academic achievement.

5.2.1. Descriptive statistics.

In the following paragraph we will describe and use this term in this thesis.

5.2.2. Contrasting the hypothesis.

Main hypothesis

The use of language teaching techniques are significantly related to academic achievement in students of sixth cycle of basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.
Specific hypothesis

The use of teaching techniques for receptive skills are significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

The use of teaching techniques for productive skills are significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

The use of teaching techniques for language structures are significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

Strategies for the test of hypothesis

We: followed these steps:

- Formulation of the alternative and null hypothesis.

- Choice of the level of significance. (5%).

- Identification of the statistical test (Pearson correlation coefficient).

- Formulation of the rules of decision.

- Make the decision to accept the null hypothesis (Ho), or reject Ho; and accept the alternative hypothesis of research.
Process of contrasting:

General hypothesis

a. Formulation of the statistical hypothesis

$H_0$: The use of language teaching techniques is not significantly related to academic achievement in students of sixth cycle of basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

$H_1$: The use of language teaching techniques is significantly related to academic achievement in students of sixth cycle of basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

Figure 2. Dispersion diagram Teaching techniques and Academic achievement.

Level of significance of 5% = 0.05.
Table 5. Results for the correlation of the general hypothesis

<table>
<thead>
<tr>
<th>The use of language teaching techniques</th>
<th>The use of language teaching techniques</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation de Pearson</td>
<td>1</td>
<td>.842**</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>30</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>Correlation de Pearson</td>
<td>.842**</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

**. The correlation is significant at the 0.01 level (bilateral).

Observing the dispersion graphic, we can conclude that there is a high positive correlation, which were proved by the Pearson correlation coefficient with SPSS, giving a value \( r = 0.842 \), which means that the variables have a high positive relation.

Contrasting the hypothesis

a) We look for the value \( t = \sqrt{\frac{n-2}{1-r^2}} \). It means \( n-2 \) = grades of liberty (gl).

Solving \( t \), we obtained 12,627

We look for the critical \( t \) of the \( t \) – student with two grades of liberty, where \( n \) is the total of the sample, \( 30-2 = 28 \) g. l.

Critical \( T = 2.048 \)

b) Also we can say that \( p < 0.05 \) and \( p \), according to SPSS, Sig. is (Bilateral)= 0.000, also we reject the null hypothesis and we use the alternative hypothesis of the research.

Statistical decision: Therefore, \( t \) is > than the critical \( t \), therefore we reject the null hypothesis \( (H_0) \) and we accept the alternative hypothesis \( (H_1) \)
12,627 > 2,048 consequently we reject the null hypothesis and we accept the alternative hypothesis.

**Critical regions:**

We stablish the rejection zone and the acceptance zone.

![Figure 3. Acceptance zone.](image)

**Conclusion:** From all this relevant information we can absolutely assert that the use of language teaching techniques is significantly related to academic achievement in students of sixth cycle of basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

**Specific hypothesis 1**

**Formulation of the statistical hypothesis**

**H_0:** The use of teaching techniques for receptive skills are not significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.
**H1:** The use of teaching techniques for receptive skills are significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

**Level of significance of 5% = 0.**

![Dispersion diagrams and Academic achievement Receptive skills](image)

**Figure 4.** Dispersion diagrams and Academic achievement Receptive skills
### CHART OF RESULTS: Correlations

**Table 6. Correlations Receptive skills and academic achievement**

<table>
<thead>
<tr>
<th></th>
<th>Receptive skills</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson correlation</td>
<td>1</td>
<td>.708**</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

*.The correlation is meaningful : 0,01 (bilateral).

Observing the dispersion graphic, we can conclude that there is moderate positive correlation, which were proved by the Pearson correlation coefficient with SPSS, giving a value $r = 0,708$, which means that the variables have a high positive relation.

**Contrastating of the hypothesis**

**a)** We look for the value $t = \sqrt{\frac{n-2}{1-r^2}}$. It means $n-2$ = grades of liberty (gl).

Solving $t$, we obtained 6,947

We look for the critical $t$ of the $t$ – student with two grades of liberty, where $n$ is the total of the sample, $30 - 2 = 28$ g.l.

Critical $T = 2,048$

**b)** Also we can say that $p < 0,05$ and $p$, according to SPSS, Sig. is (Bilateral)= 0,000, also we reject the null hypothesis and we use the alternative hypothesis of the research.
**Statistical decision:** Therefore, \( t \) is > than the critical \( t \), therefore we reject the null hypothesis \( t (H_0) \) and we accept the alternative hypothesis \( (H_1) \)

\[ 6.947 > 2.048 \] consequently we reject the null hypothesis and we accept the alternative hypothesis.

**Critical regions:**

We stablish the rejection zone and the acceptance zone.

![Figure 5. Acceptance zone](image)

**Conclusion:** From all this relevant information we can absolutely assert that The use of language teaching techniques for receptive skills are significantly related to academic achievement in students of sixth cycle of basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.
Specific hypothesis 2

Formulation of the statistical hypothesis

\( H_0 \): The use of teaching techniques for productive skills are not significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

\( H_1 \): The use of teaching techniques for productive skills are significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

Level of significance of 5% = 0.05

![Dispersion diagram](image)

Figure 6. Dispersion diagram Academic achievement Productive skills
Table 7. Correlations Receptive skills and Academic achievement

<table>
<thead>
<tr>
<th></th>
<th>Productive skills</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson correlation</td>
<td>1</td>
<td>0.751**</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Academic achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson correlation</td>
<td>0.751**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

**.The correlation is meaningful : 0,01 (bilateral).

Observing the dispersion graphic, we can conclude that there is high positive correlation, which were proved by the Pearson correlation coefficient with SPSS, giving a value r = 0.751, which means that the variables have a high positive relation.

**Contrasting the hypothesis**

a) We look for the value \( t = \sqrt{\frac{n-2}{1-r^2}} \) It means n-2 = grades of liberty (gl).

Solving \( t \), we obtained 7.027

We look for the critical \( t \) of the t – student with two grades of liberty, where n is the total of the sample, 30 – 2 = 28 g. l.

Critical T = 2.048

b) Also, we can say that \( p < 0.05 \) and \( p \), according to SPSS, Sig. is (Bilateral)= 0.000, also we reject the null hypothesis and we use the alternative hypothesis of the research.
**Statistical decision:** Therefore, t is $> \text{than}$ the critical t, therefore we reject the null hypothesis $t (H_0)$ and we accept the alternative hypothesis ($H_1$)

$7,027 > 2,048$ consequently we reject the null hypothesis and we accept the alternative hypothesis.

**Critical regions:**

We establish the rejection zone and the acceptance zone.

![Critical regions diagram](image)

**Figure 7. Acceptance zone**

**Conclusion:** From all this relevant information we can absolutely assert that the use of language teaching techniques for productive skills are significantly related to academic achievement in students of sixth cycle of basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.
Specific hypothesis 3

Formulación de la hipótesis estadística

$H_0$: The use of teaching techniques for language structures are not significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

$H_1$: The use of teaching techniques for language structures are significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

Level of significance of 5% = 0.05

Figure 8. Dispersion diagram Academic achievement language structures
Table 8. Correlations Teaching techniques for structures and Academic achievement

<table>
<thead>
<tr>
<th></th>
<th>Teaching techniques for structures</th>
<th>Academic achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson correlation</td>
<td>1</td>
<td>.614**</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Pearson correlation</td>
<td>.614**</td>
<td>1</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>Sig. (bilateral)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

**.The correlation is meaningful : 0.01 (bilateral).

Observing the dispersión graphic, we can conclude that there is high positive correlation, which were proved by the Pearson correlation coefficient with SPSS, giving a value \( r = 0.614 \), which means that the variables have a high positive relation.

5.3. Discussion

a) We look for the value \( t = \sqrt{\frac{n-2}{1-r^2}} \) It means \( n - 2 \) = grades of liberty (gl).

Solving \( t \), we obtained 8.356

We look for the critical \( t \) of the \( t \) – student with two grades of liberty, where \( n \) is the total of the sample, \( 30 - 2 = 28 \) g. l.

Critical \( T = 2.048 \)

b) Also, we can say that \( p < 0.05 \) and \( p \), according to SPSS, Sig. is (Bilateral)= 0.000, also we reject the null hypothesis and we use the alternative hypothesis of the research.
**Statistical decision:** Therefore, $t$ is $>$ than the critical $t$, therefore we reject the null hypothesis $t$ ($H_0$) and we accept the alternative hypothesis ($H_1$) 8,356 $>$ 2,048 consequently we reject the null hypothesis and we accept the alternative hypothesis.

**Critical regions:**

We stablish the rejection zone and the acceptance zone.

![Figure 9. Acceptance zone](image)

**Conclusion:** From all this relevant information we can absolutely assert that The use of language teaching techniques for structures are significantly related to academic achievement in students of sixth cycle of basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.
Conclusions

1. The use of language teaching techniques is significantly related to academic achievement in students of sixth cycle of basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

2. The use of teaching techniques for receptive skills are significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

3. The use of teaching techniques for productive skills are significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

4. The use of teaching techniques for language structures are significantly related to academic achievement in students of sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.
Recommendations

1. We must use in the English classes the language teaching techniques because they are significantly related to academic achievement.

2. We must use in the English classes the teaching techniques for receptive skills because they are significantly related to academic achievement.

3. We must use in the English classes the teaching techniques for productive skills because they are significantly related to academic achievement.

4. We must use in the English classes the teaching techniques for language structures because they are significantly related to academic achievement.
References


**Thesis**


Benito, J. 2012. Attitudes towards English language learning and academic performance in students of the first cycle of the program of English for graduate students at the Language Center of the National University of Education Enrique Guzman Y Valle, La Molina, Lima, 2012. Universidad Nacional de Educación. Lima, Peru.


Papers


**Working Documents**


Orientaciones para el Trabajo Metodológico –Área de Inglés. 2010. Lima: MED

**Web Links**


(12) http://www.ibo.org/contentassets/4cce99665bc04f3686957ee197c13855/thompson_execsum_8-29-12.pdf
Appendices
### Appendice A. Consistency matrix

**Teaching techniques and English language learning in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.**

<table>
<thead>
<tr>
<th>Formulation of the problem</th>
<th>Study objectives</th>
<th>Research hypothesis</th>
<th>Study variables</th>
<th>Methodology</th>
<th>Population and sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>General problem</td>
<td>General objective</td>
<td>General hypothesis</td>
<td>Variable 1: Teaching techniques</td>
<td>1) Level of research</td>
<td>Population and sample will be the 30 students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.</td>
</tr>
<tr>
<td>To what extent are teaching techniques related to academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016?</td>
<td>To establish the relationship between teaching techniques and academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.</td>
<td>Teaching techniques are significantly related to academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.</td>
<td>Variable 2: academic achievement</td>
<td>Descriptive level</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2) Research type</td>
<td>Quantitative research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3) Research</td>
<td></td>
</tr>
</tbody>
</table>
### Specific problems

1) To what extent are the techniques for teaching receptive skills related to academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016?

2) To what extent are the techniques for teaching productive skills related to academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016?

### Specific objectives

<table>
<thead>
<tr>
<th>Specific objectives</th>
<th>Specific hypothesis</th>
<th>design</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) To establish the relationship between receptive teaching techniques and academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.</td>
<td>1) To establish the relationship between receptive teaching techniques and academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.</td>
<td>Correlational design</td>
</tr>
<tr>
<td>2) To establish the relationship between productive teaching techniques and academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.</td>
<td>2) To establish the relationship between productive teaching techniques and academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.</td>
<td>Descriptive design</td>
</tr>
</tbody>
</table>

### Specific hypothesis

<table>
<thead>
<tr>
<th>Specific hypothesis</th>
<th>design</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) To establish the relationship between receptive teaching techniques and academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.</td>
<td>Correlational design</td>
</tr>
<tr>
<td>2) To establish the relationship between productive teaching techniques and academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.</td>
<td>Descriptive design</td>
</tr>
</tbody>
</table>

### Research method

<table>
<thead>
<tr>
<th>Research method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive research method</td>
</tr>
</tbody>
</table>

### Techniques and instruments of data collection

<table>
<thead>
<tr>
<th>Techniques and instruments of data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentary analysis</td>
</tr>
<tr>
<td>Survey</td>
</tr>
</tbody>
</table>

### design

<table>
<thead>
<tr>
<th>design</th>
</tr>
</thead>
<tbody>
<tr>
<td>National University of San Antonio Abad, Cusco, 2016. All the students will be involved in the research, the sample will be the same as the population and thus a census</td>
</tr>
</tbody>
</table>
3) To what extent are the techniques for teaching language structures related to academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016?

National University of San Antonio Abad, Cusco, 2016.

3) To establish the relationship between language structures teaching techniques and academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

National University of San Antonio Abad, Cusco, 2016.

3) To establish the relationship between language structures teaching techniques and academic achievement in the students of the sixth cycle of the basic level at the Language Institute of the National University of San Antonio Abad, Cusco, 2016.

Questionnaire Score registers context will be reported.
We put the instrument to recollect data, in Spanish, because we used this questionnaire in students who speak Spanish and their English level was very basic.

Appendice B. Instrumentos de recolección de datos

CUESTIONARIO

V 1: EL USO DE LAS TECNICAS DE ENSEÑANZAL EN LOS IDIOMAS

INSTRUCCIONES: Lee atentamente los ítems y marca con una X la alternativa que creas conveniente. Se totalmente sincero para contribuir con la investigación.

<table>
<thead>
<tr>
<th>ESCALA DE LIKERT</th>
<th>VALORACION</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUNCA</td>
<td>0</td>
</tr>
<tr>
<td>A VECES</td>
<td>1</td>
</tr>
<tr>
<td>CON FRECUENCIA</td>
<td>2</td>
</tr>
<tr>
<td>SIEMPRE</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N°</th>
<th>EL USO DE LAS TECNICAS DE ENSEÑANZA EN LOS IDIOMAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Al simular y practicar un modelo de conversación, siento que mi capacidad comunicativa mejora en cierto grado.</td>
</tr>
<tr>
<td>02</td>
<td>Al simular y practicar un modelo de conversación, mejora también mi vocabulario para hablar, en el idioma estudiado.</td>
</tr>
<tr>
<td>03</td>
<td>Al describir figuras parecidas, pero con pequeñas diferencias, entre dos compañeros, siento que esta actividad ayuda a mejorar mi capacidad para hablar.</td>
</tr>
<tr>
<td>04</td>
<td>Al describir figuras parecidas pero con pequeñas diferencias, entre dos compañeros, siento también que aumenta mi</td>
</tr>
<tr>
<td></td>
<td>vocabulario para hablar.</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>05</td>
<td>Entrevistar a un compañero en otro idioma me ayuda a mejorar mi capacidad comunicativa en dicho idioma.</td>
</tr>
<tr>
<td>06</td>
<td>Al ser entrevistado y responder, pienso que mejora también mi capacidad para hablar.</td>
</tr>
<tr>
<td>07</td>
<td>Escribir mi autobiografía, mejora en cierto grado mi capacidad para escribir.</td>
</tr>
<tr>
<td>08</td>
<td>El redactar mi autobiografía me ayuda también a ampliar mi vocabulario escrito.</td>
</tr>
<tr>
<td>09</td>
<td>La motivación al escribir acerca de mi mejor amigo, desarrolla en cierto punto mi capacidad en redacción.</td>
</tr>
<tr>
<td>10</td>
<td>La motivación al escribir acerca de mi mejor amigo, amplía mi vocabulario para escribir.</td>
</tr>
<tr>
<td>11</td>
<td>El planificar y luego escribir acerca de mis futuras vacaciones es un medio para mejorar mi habilidad en redacción.</td>
</tr>
<tr>
<td>12</td>
<td>El planificar y luego escribir acerca de mis futuras vacaciones es un medio para ampliar mi vocabulario escrito.</td>
</tr>
<tr>
<td>13</td>
<td>Leer acerca de la vida de una celebridad o persona famosa que admiro, desarrolla mi capacidad de lectura.</td>
</tr>
<tr>
<td>14</td>
<td>La lectura acerca de personas que admiro puede desarrollar e incrementar mi pasión por la lectura.</td>
</tr>
<tr>
<td>15</td>
<td>Emparejar las instrucciones de recetas de platos típicos con sus figuras, es interesante y atractivo.</td>
</tr>
<tr>
<td>16</td>
<td>Emparejar las instrucciones de recetas de platos típicos con sus figuras, mejora mi capacidad en lectura.</td>
</tr>
<tr>
<td>17</td>
<td>Emparejar párrafos con sus títulos, ayuda a mejorar mi vocabulario en una lectura.</td>
</tr>
<tr>
<td>18</td>
<td>Emparejar párrafos con sus títulos, desarrolla mi capacidad analítica y en consecuencia mejora mi habilidad en lectura.</td>
</tr>
<tr>
<td>19</td>
<td>Escuchar una historieta y luego ordenar la secuencia de dicha historieta con figuras, desarrolla mi capacidad auditiva.</td>
</tr>
<tr>
<td>20</td>
<td>Escuchar las características y actividades de las profesiones y luego escribir la profesión a la que se refiere, desarrolla en cierto grado mi habilidad auditiva.</td>
</tr>
<tr>
<td>21</td>
<td>Escuchar un audio y luego marcar las oraciones si son verdaderas o falsas, ayuda a desarrollar mi capacidad auditiva.</td>
</tr>
<tr>
<td>22</td>
<td>Completar ejercicios de gramática con el verbo poder (can) y con ayuda de figuras, me ayudan a escribirlas correctamente.</td>
</tr>
<tr>
<td>23</td>
<td>Completar ejercicios de gramática de adjetivos posesivos y con ayuda de figuras, me ayudan también a escribirlas correctamente.</td>
</tr>
<tr>
<td>24</td>
<td>Redactar oraciones en futuro usando el “going to” y con ayuda de figuras, me facilitan a escribirlas correctamente.</td>
</tr>
<tr>
<td>25</td>
<td>El uso de flashcards (tarjetas con figuras) me ayudan a retener y entender el significado de las cosas.</td>
</tr>
<tr>
<td>26</td>
<td>Emparejar figuras o fotos de cosas con su significado mejora mi entendimiento de las cosas.</td>
</tr>
<tr>
<td>27</td>
<td>Un diccionario con figuras y su significado, es más atractivo e interesante para aprender cosas nuevas.</td>
</tr>
</tbody>
</table>

Gracias por tu colaboración.